Burnout and Self-Efficacy Correlation among Primary School Teachers in Oran

Khetib Zoulikha

Department of Education Sciences, Faculty of Social Sciences, University of Oran 2, Algeria.

* Correspondence: khetib.zoulikha@univ-oran2.dz

Abstract : This study aimed to investigate the burnout and its relationship with self-efficacy among primary school teachers in the state of Oran, Algeria. The study sample consisted of 100 male and female teachers from primary schools. The Maslach Burnout Inventory and a self-efficacy questionnaire were used for data collection. After confirming the psychometric properties of both questionnaires, they were administered to the study population. The researcher employed a descriptive approach and used statistical analysis with the SPSS22 software package. The results of the current study revealed a significant correlation between burnout and self-efficacy among primary school teachers. No statistically significant differences were found in burnout levels based on gender and seniority, and no statistically significant differences were found in self-efficacy levels based on seniority. The study concluded with a set of recommendations and suggestions.

Keywords: burnout, self-efficacy, primary school teachers.

Introduction

In the current era, societies have witnessed significant development in various fields and domains, leading to the diversification of individuals' life demands. To meet their psychological, material, and social needs and align with this era, work has played a vital role in fulfilling these demands. Professions have multiplied, and individuals' orientations towards them have varied. One of the most significant professions is the teaching, which serves as the cornerstone for the development and prosperity of societies. It requires professional alignment and psychological well-being for teachers to effectively convey their message, considering that teachers are essential elements in the educational process. In this regard, Kaur (2001) states that teaching is one of the most demanding professions (Al-Redaini, 2:2017). Teaching is a demanding profession with multiple variables, and there is no doubt that the nature of the teacher's work makes them susceptible to stress and frustration. They are among the individuals most affected by the events happening around them, which can lead them to experience psychological disturbances, mental and physical exhaustion, and a sense of dissatisfaction. This is known as burnout, which affects their self-efficacy. This

research aims to uncover the characteristics of burnout experienced by teachers in primary education and its impact on their psychological and professional lives, as well as their self-efficacy. It explores how teachers strive to fulfill their duties and tasks in the required manner, utilizing their abilities and capacities to overcome difficulties and obstacles in order to shape future leaders and contribute to society's well-being.

The Problematic of the Study:

Teaching is considered an important profession in society due to the challenges it entails, such as patience, willpower, and a sense of responsibility. The role of a teacher goes beyond the process of teaching and its implementation. It extends to the necessity of keeping up with various practical and technological advancements and being familiar with the latest educational methods and approaches to impart knowledge to future generations. However, this profession often faces numerous problems, such as large class sizes, low financial returns in relation to the effort exerted, excessive teaching burdens, and the inability to control student behavior. Teachers may also experience a loss of control and supervision over professional matters. Therefore, these problems contribute to a decrease in the teacher's motivation, self-efficacy, and a negative self-perception. All these issues lead to burnout. Christina Maslach defined burnout as a collection of symptoms that cannot occur in individuals who perform work that involves direct interaction with people. These symptoms include emotional exhaustion and a reduced sense of personal accomplishment (Awad, 2007: 60). Sidmane Wazjr also defined teacher burnout as a negative pattern of responses to stressful events related to students and the teaching profession. Additionally, there is a lack of support and endorsement from school administration (Maisoun, 2010, p194).

If teacher burnout is a result of pressures and exhaustion of mental and intellectual energy, it is likely that teachers' expectations of self-efficacy would decrease in response to that depleted energy. Consequently, performance and academic achievement may decline, and self-confidence may weaken. Self-efficacy represents a cognitive mediator of behavior, and thus, it has overall negative implications for the mental health of teachers. Pandora defined self-efficacy as a set of judgments made by an individual that reflects their beliefs about their ability to perform meaningful behaviors, their flexibility in dealing with difficult and complex situations, their ability to overcome challenges, and their perseverance in accomplishing assigned tasks (Nasr, 2013: 13). Indeed, there is a relationship between burnout and self-efficacy, as self-efficacy is not merely a general feeling but rather an individual's evaluation of their own abilities and their flexibility in dealing with difficult situations. It serves as a central focus in their motivation to engage in any activity and helps them cope with the pressures faced by primary school teachers. Several studies have been conducted in this field, such as the study by Abdul-Ameer (2018), which revealed a negative correlation between burnout and self-efficacy expectations. In addition to Khaled Sarhan's study (2015), which demonstrated a statistically significant inverse relationship between the level of burnout and self-efficacy among school principals in Jordan, there is Osama Al-Bataniyah's study (2003) titled "Burnout among male and female teachers in Northern Jordan schools" (Al-

Bataniyah, 105:2003), Nawal Bint Othman Bin Ahmed Al-Zahrani's study (2008) titled "Burnout and its relationship to some personality traits among female workers with special needs" (Nawal Bint Othman, 2:2008), Demirday's study (2018), Serratore's study (2018), Jumana Abdulghaffar's study (2018), Ma'roof Mohammed's study (2014), and other studies that have addressed the current subject from various perspectives. We, deduced from the statements above, ask the folliwng question:

Is there a statistically significant relationship between burnout and self-efficacy among primary school teachers?

This general question includes the following sub-questions:

• Are there statistically significant differences in the level of burnout among primary school teachers attributed to the variable of gender?

• Is there a statistically significant relationship in the level of burnout among primary school teachers based on the variable of teaching experience?

• Are there statistically significant differences in self-efficacy among primary school teachers attributed to the variable of teaching experience?

1-Study hypotheses:

There is a statistically significant relationship between burnout and self-efficacy among primary school teachers.

Sub-hypotheses:

• There are statistically significant differences in the level of burnout among primary school teachers attributed to the variable of gender.

• There is a statistically significant relationship in the level of burnout among primary school teachers based on the variable of teaching experience.

• There are statistically significant differences in self-efficacy among primary school teachers attributed to the variable of teaching experience.

2- Objectives of the Study:

This study aims, at the theoretical and practical level, to reveal some inadequacies in the teaching process so as to overcome them and contribute to the success teaching at the primary school. Sub-aims include recognising the correlation between self-efficacy and burnout experienced by primary school teachers, as well as the degrees of burnout difference amongst them. As such, the study aims at providing recommendations to boost self-efficacy for primary school teachers and reduce the level of burnout from which they suffer.

3- Concepts of the Study

Burnout: A state of exhaustion, physical and emotional depletion resulting from work-related pressures that teachers face. It is the level obtained by the teacher through the application of the

burnout questionnaire for this study and includes the following dimensions of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment.

Self-efficacy: It is the teacher's ability to assess their own skills and determine the level of performance required in a given situation. Operationally, it is the level obtained by the teacher after applying the self-efficacy questionnaire used in this study. Self-efficacy includes the following dimensions: general self-efficacy, social self-efficacy, and academic self-efficacy.

Teachers: They are individuals who are responsible for the task of educating and teaching students within the school setting, ranging from the first year of primary school to the end of primary education.

4- Previous Study:

The study conducted by Boubekeur Dabbabi and Aqeel Ben Sassi (2010) aimed to investigate the level of burnout among teachers and whether differences could be attributed to the level at which the teacher teaches, gender, or professional experience. The study included 245 male and female teachers and utilized the Maslach Burnout Inventory as a standardized measure of burnout. The study found a low level of burnout among the majority of the sample in all dimensions of the scale. Additionally, the study found no significant differences among the study participants based on educational level, gender, or professional experience (Dabbabi & Ben Sassi, 2010, p. 30).

Study by Boufera Mukhtar (2012): This study aimed to examine the relationship between burnout and job satisfaction and whether there are differences based on gender, years of experience, and marital status. The sample for this study consisted of 145 participants in the city of Mascara. The Maslach Burnout Inventory and a job satisfaction questionnaire were used as measurement tools. The results of the study revealed a statistically significant negative correlation between burnout and certain aspects of job satisfaction (work satisfaction, promotion satisfaction, and pay satisfaction). The study also found no significant differences attributed to gender, years of experience, or marital status.

Study by Ziyat Khamees (2012): This study aims to examine the relationship between self-efficacy in teaching among teachers, burnout, and experience. The sample consisted of 192 male and female teachers from the Mafraq Governorate. The analysis of the 2x2x3 factorial design revealed significant differences in self-efficacy in teaching attributed to the variables of burnout recurrence and burnout intensity, as well as the variable of experience.

Study by Nazem Nazmi Abdel-Moaty Qandeel (2019): The aim of this study was to determine the predictive ability of perceived self-efficacy and locus of control on the integrated learning competencies of teachers in inclusive schools. The sample consisted of 50 male and female teachers. The results indicated that the level of self-efficacy and internal locus of control among teachers was high, while the level of external locus of control was low. Additionally, the level of integrated learning competencies among teachers in inclusive schools was high. It was also found that both perceived self-efficacy and internal locus of control had the ability to predict the integrated learning competencies of teachers.

Study by Platisidou Elaglitioms (2008): The aim of this study was to examine the levels of burnout among a sample of 127 special education teachers in primary schools in Greece. The study found low levels of burnout in all three dimensions of the Maslach Burnout Inventory. The results also indicated a statistically significant negative relationship between levels of job satisfaction and burnout. However, the study did not find a statistically significant relationship between burnout levels and teaching experience. In terms of burnout levels, gender was identified as a contributing variable.

Study by Demirday (2018): aimed to explore the relationship between self-efficacy and job satisfaction among middle school teachers in the United States. The study examined teachers' self-efficacy in three domains: student engagement effectiveness, teaching strategies effectiveness, and effectiveness in managing supplementary classrooms. The results of the study indicated a negative relationship between teachers' self-efficacy and job satisfaction, meaning that as teachers' self-efficacy increased, their job satisfaction decreased.

Study by Serratore (2018): aimed to investigate the relationship between psychological stress, self-efficacy, motivation, and their impact on teachers' self-regulation in Canadian schools. The study sample consisted of 87 teachers working in Canadian schools. The results revealed a statistically significant positive relationship between self-regulation and self-efficacy. Additionally, a statistically significant positive relationship was found between self-regulation and motivation. Furthermore, an inverse relationship was observed between psychological stress and both self-efficacy and motivation, as well as self-regulation.

5-Survey Study:

Sample of the Study: It was selected using a random sampling method consisting of 30 elementary school teachers from various specializations, as illustrated in the following table:

Seniority	Duplicate	Percentage
1-5	11	٪36.66
5-10	13	٪43.33
10-15	1	1
15. Above	6	٪20
Total	30	100

Sex	Iteration	Ratio
male	4	٪13.33
Famles	26	86.66%
Total	30	100

Survey Instruments and Descriptions:

First - Maslach Burnout Inventory: The researcher utilized the Maslach Burnout Inventory (MBI) to measure burnout among elementary school teachers. This inventory is considered one of the most reliable measures of burnout and has been widely used by researchers, institutions, and organizations. Alderman described this inventory as the most commonly used tool for measuring

occupational stress, employed in over 180 studies since its development by Christina Maslach in 1981. The inventory consists of 22 items divided into three dimensions, as follows:

Table (3): shows the dimensions and number of items of each dimension and the distribution of negative and positive paragraphs.

Scale dimensions	Item-specific clauses	Negative and positive paragraphs
Emotional exhaustion	1/2/3/6/8/13/14/16/20	Negative findings
Depersonalization	5/10/11/15/22	
Lack of personal achievement	4/7/9/12/17/18/19/21	Positive findings

According to the table, the number of items related to emotional exhaustion is 9, as indicated in the table. For depersonalization, there are 5 items related to the sense of detachment. As for personal accomplishment, there are 8 items. Therefore, the total number of items is 22, including both positive and negative statements.

Table 4: Shows the results of the scores taken by each alternative under the positive and negative paragraphs.

	Grade	6	5	4	3	2	1	0
findings Cationic	Alternatives	Every day	A few times a week	every week	A few times a month	every month	A few times a year	At all
Negative findings	Grade	0	1	2	3	4	5	6
	Alternatives	Every day	A few times a week	every week	A few times a month	every month	A few times a year	At all

Psychometric Properties of the Maslach Burnout Inventory:

Validity (Internal Consistency Reliability): The internal consistency reliability was employed to ensure the validity of the Maslach Burnout Inventory (MBI) by calculating the Pearson correlation coefficient between individuals' scores on the test items and their scores on the test dimensions. This was done using a sample of 30 individuals. The following table illustrates the results:

Table (5) shows the consistency and relevance of the paragraphs to the total score of the questionnaire:

Paragraph number	Pearson's correlation coefficient value	Significance level	referee
01	**0.33	0.01	function
02	**0.40	0.01	function
03	**0.38	0.01	function
04	**0.48	0.01	function
05	**0.38	0.01	function
06	**0.34	0.01	function
07	**0.37	0.01	function
08	**0.33	0.01	function

09	**0.44	0.01	function
10	**0.50	0.01	function
11	**0.42	0.01	function
12	**0.44	0.01	function
13	**0.46	0.01	function
14	**0.31	0.01	function
15	**0.32	0.01	function
16	**0.36	0.01	function
17	**0.55	0.01	function
18	*0.25	0.05	function
19	**0.35	0.01	function
20	**0.43	0.01	function
21	**0.43	0.01	function
22	0.19	0.05	Non-function

The significance level is high and the scale has high honesty.

Table (5) shows that the values of the Pearson correlation coefficient range between the lowest value (1) (and the maximum (0.47**), at the level of significance (0.01) or (0.05), so that the researcher decided to keep the paragraphs by virtue of the value of Pearson's correlation for all dimensions high at the level of significance (0.01) as shown in the following table:

Table (6) shows the results of the correlation of dimensions and the total score of the questionnaire:

Dimensions	Pearson correlation value	Significance level	referee
Emotional exhaustion Dimension	0.67**	0.01	Slab
Depersonalization Dimension	0.53**	0.01	Slab
Lack of personal achievement Dimension	0.63**	0.01	Slab

The table above shows that the Pearson correlation coefficient values between the dimensions and the total score of the questionnaire ranged from the lowest value of 0.56** to the highest value of 0.61** at a significance level of 0.01. Therefore, based on the strong Pearson correlation coefficient values, this indicates high reliability.

b) Reliability: To determine the reliability of the scale, the reliability coefficients were calculated using Cronbach's alpha, split-half reliability, and Spearman-Brown correction. The following table:

Table 07 illustrates the reliability coefficients using Cronbach's alpha, split-half reliability, and Spearman-Brown correction.

Scale	Hash half	Spearman's length correction	Alfakronyach
Burnout	0.52	0.96	0.63

From the table, it is evident that the scale demonstrates good reliability. The Cronbach's alpha coefficient reached a value of 0.63, indicating acceptable internal consistency. The split-half reliability coefficient was found to be 0.52, representing a moderate level of reliability. Furthermore, the Spearman-Brown correction coefficient reached a value of 0.96, indicating high reliability.

Second - Self-Efficacy Scale: As for the self-efficacy scale, the researcher found it possible to construct a new scale for teachers' self-efficacy that is suitable for the current study. The researcher relied on theoretical frameworks and previous studies, and reviewed some scales, especially Bandura's (1997) scale, which measures teachers' teaching efficacy expectations, and Jerusalem and Schwarzer's scale (1986), which measures general self-efficacy expectations in various populations and countries, translated by Samer Jameel Radwan. The scale items were formulated, initially consisting of 29 items distributed across three dimensions measuring self-efficacy. The preliminary version of the teacher's self-efficacy scale was presented to four expert reviewers in educational psychology. Based on their scientific feedback, some items were modified, resulting in the final questionnaire consisting of 28 items.

Table (08) shows the distribution of the number of paragraphs on the dimensions of the questionnaire after the amendment.

Dimensions	Paragraph number	Total
General self-efficacy	1/2/3/4/5/6/7/8/	8
Social competence Dimension	10/11/12/13/14/15/16/17/18/19	10
Academic Competence Dimension	20/21/22/23/24/25/26/27/28/29	10
Total		28

In addition, these paragraphs are employed according to the scale of the five-substitute pentagram card.

Table (09): Distribution of paragraph grades according to their alternatives

Alternatives	All the time	Often	sometimes	Rarely	Never
Grades	5	4	3	2	1

Psychometric properties of the self-efficacy scale

Internal Consistency Reliability: The degree of correlation and consistency between the items and the total score of the questionnaire, as well as the correlation results between the dimensions and the total score of the questionnaire, are illustrated in the following table:

Table (10): Shows the extent to which the paragraphs are related and consistent with the overall score of the questionnaire.

Paragraph number	Pearson's correlation coefficient value	Significance level	referee
01	**0.49	0.01	function
02	0.20	0.01	Non-function

03	**0.67	0.01	function
04	**0.51	0.01	function
05	*0.43	0.05	function
06	0.30	0.01	Non-function
07	**0.51	0.01	function
08	**0.49	0.01	function
09	**0.60	0.01	function
10	**0.59	0.01	function
11	**0.55	0.01	function
12	**0.77	0.01	function
13	**0.61	0.01	function
14	**0.47	0.01	function
15	**0.53	0.01	function
16	**0.74	0.01	function
17	**0.77	0.01	function
18	**0.55	0.01	function
19	**0.66	0.01	function
20	**0.79	0.01	function
21	**0.70	0.01	function
22	**0.51	0.01	function
23	**0.65	0.01	function
24	**0.64	0.01	function
25	**0.70	0.01	function
26	**0.77	0.01	function
27	**0.58	0.01	function
28	*0.38	0.5	function
29	**0.80	0.01	function
30	0.22	/	Non-function

The table shows that the Pearson correlation coefficient values for this questionnaire range from a minimum value of 0.20 to a maximum value of 0.80, at significance levels of 0.01 and 0.05. Therefore, the questionnaire exhibits high validity.

Table (11): Represents the results of the correlation of the dimensions and the total score of the questionnaire.

Dimensions	Pearson correlation value	Significance level	referee
general self-efficacy Dimension	**0.79	0.01	Slab
Social competence dimension	**0.97	0.01	Slab
Academic Dimension	**0.87	0.01	Slab

Through the table above, it becomes evident that the Pearson correlation coefficient between the dimensions and the total score of the questionnaire ranges from the highest value (**0.97) to the

lowest value (**0.79), at a significance level of (0.01). Therefore, based on the strong values of the Pearson correlation coefficient, the high level of reliability is evident.

B- Stability: The calculation of the stability of this study included the following methods:

Table (12) shows the value of the stability coefficient by the Alpha-Krumbach method:

	Number of paragraphs	Alpha Krumbach value	Half Hash	Gutman Correction
Self-efficacy	28	0.93	0.46	0.95

The table above illustrates that the reliability coefficient value for the Burnout Questionnaire, as measured by the split-half method and according to the Spearman-Brown coefficient estimated at (0.46), as well as the Guttman correction estimated at (0.95), indicates a high degree of reliability for the questionnaire. Based on the methodological procedures undertaken in the study, particularly in relation to the instrument, and considering the calculation of psychometric properties of the study tool, which demonstrated its validity and reliability, it can be concluded that this instrument measures what it intends to measure and is thus suitable for generalizing the findings to the primary study sample.

The normal distribution and sample homogeneity: The distribution is considered approximately normal when the sample size is 30 or more, according to the central limit theorem. As per this theorem, as the sample size increases, the sample variance approaches the population variance. The normal distribution was calculated using the Kolmogorov-Smirnov test to examine the nature of the distribution in the sample, which is a prerequisite for applying the t-test. The test result yielded a ks value of (0.20) at a significance level Sig. (0.20), which is higher than the accepted significance level (0.05). Therefore, it can be concluded that the distribution is normal, and consequently, the sample is homogeneous.

Levine's Test for Homogeneity:

Table (14) shown for the Levin homogeneity test

Research Sample	Levine Test		Test (C)	
	(f)	itself	(t)	itself
	1.42	0.23	0.11	0.91

Since the Levene's test for homogeneity yielded a value of 0.23, which is greater than 0.05, and the confidence ratio for the t-test was estimated at 0.91, which is higher than the significance level of 0.05, it indicates the absence of differences among the individuals in the research sample. Therefore, the sample exhibits homogeneity.

Primary Study

1. Methodology: The current study, which investigated the nature of the relationship between burnout and self-efficacy among primary school teachers, relied on the descriptive methodology. The descriptive methodology is known for collecting descriptions and information about the phenomenon under study as they exist in reality. It expresses these descriptions qualitatively and

quantitatively, highlighting their characteristics and their correlation with other variables (Daoudi & Qanoua, 2013: 125).

- **Sample of the Study and its Specifications:**

This study relied on a random sample that represents the study population, which included some primary schools in the state of "Oran" in Algeria. The primary study sample consisted of 100 teachers in the elementary stage, distributed according to the following specifications:

Table (15) shows the distribution of sample members according to sex and seniority

Seniority	Iteration	%
From 1-5	34	34%
From 5-10	38	38%
From 10-15	11	11%
15 and above	17	17%
Total	100	100%

Sex	Iteration	Percentage %
Male	17	17%
Females	83	83%
Total	100	100%

The table number (16) illustrates the distribution of the sample individuals based on seniority. From the table, it is evident that teachers with less than 1-5 years of experience accounted for a frequency of 34, representing 34% of the sample. Following them, teachers with 5 to 10 years of experience had a count of 38, representing 38%, which is the highest percentage.

3.1- Presentation and Discussion of the First Hypothesis Results:

Hypothesis Statement: There is a statistically significant correlation between burnout and self-efficacy among primary school teachers.

Table (17): shows the relationship between burnout and self-efficacy.

Sample(n)	Correlation coefficient	Sig confidence level	Significance level
100	0.012-	0.909	0.05

According to table number (17), the Pearson correlation coefficient between burnout and self-efficacy among primary school teachers was (-0.012). This indicates a weak negative correlation. The correlation coefficient was statistically significant at a significance level of (0.01). Based on these results, we accept the research hypothesis. Therefore, there is a correlation between burnout and self-efficacy among primary school teachers, where lower self-efficacy is associated with higher levels of burnout. These findings are consistent with previous studies, such as the study conducted by Dardeer (2007), Al-Shawa (2016), and Nawal Bint Othman Ahmed Al-Zahrani (2008). These studies also found a statistically significant negative correlation between burnout and certain personal characteristics.

In addition to the previously mentioned studies, the study conducted by Boufarah Mukhtar (2012) found a statistically significant negative correlation between burnout and job satisfaction among primary school teachers. Similarly, the study conducted by Khaled Serhan (2015) showed a statistically significant inverse correlation between the level of burnout and self-efficacy. The

researcher believes that the burnout experienced by primary school teachers is influenced by the nature of their work, which involves human relationships and social interactions among teachers, administration, students, and parents. This leads to academic and social responsibilities beyond teaching alone, where teachers are expected to be educators, guides, and counselors. With the increasing administrative and educational demands, negative effects on personal and professional life can occur, including a decrease in self-efficacy, making teachers more susceptible to burnout.

Presentation and discussion of the results of the second hypothesis:

The first hypothesis states: There are statistically significant differences in the level of burnout attributed to the gender variable.

Table (19): Shows the significance of gender differences in the level of burnout:

Data	Number	Arithmetic mean	Standard deviation	(t)	Itself	Statistical significance
male	18	5.1389	0.88792	0.486	0.685	D statistically
female	82	5.0244	0.97785			At 0.05

Through the table, we noticed that the test (t) has a value of (0.48) with a significance level of (0.68), which is greater than (0.05). Therefore, we can conclude that there are no significant differences in burnout between males and females. Hence, we accept the null hypothesis, which states that there are no statistically significant differences in the level of burnout attributed to the gender variable at a significance level of 0.05. Thus, these results do not align with the study conducted by Osama Al-Battani (2003), which showed statistically significant differences in burnout attributed to the gender variable. Additionally, it contradicts the study by Boubaqer Dababi and Aqeel Bin Sasi (2010). From this, we can infer the existence of differences in burnout between male and female teachers. The researcher believes that the nature of the teaching profession requires roles, tasks, and efforts such as lesson preparation, grading, increased teaching workload, dealing with administration, and students, all of which contribute to increased burnout among both male and female teachers. Therefore, there are no differences between them in this field.

Presentation and discussion of the third hypothesis:

The third hypothesis states: There are statistically significant differences in the level of burnout attributed to the variable of seniority.

Table (20) illustrates the results of the one-way analysis of burnout levels according to the variable of seniority.

Burnout ANOVA					
	Sum of squares	Degree of freedom	Square averages	F	Itself.
Between groups	.873	3	.291	.310	.818
Outside groups	90.175	96	.939		
Total	91.047	99			

Based on the table, we observe that the significance level value of 0.81 is greater than 0.05, which leads us to reject the null hypothesis stating that there are statistically significant differences in the level of burnout attributed to the variable of seniority at a significance level of 0.05. Instead, we accept the alternative hypothesis H1, which states that there are no statistically significant differences in the level of burnout attributed to the variable of seniority at a significance level of 0.05. This result differs from the study conducted by Omar Mohammed and Ahmed Aribat (2003) and also the study by Ziyat Khamees (2012), where the results indicated the presence of statistically significant differences across all three dimensions of the experience variable. These findings contrast with the study by Boubaqer Dababi and Aqeel Bin Sasi (2012), the study by Boufera Mokhtar (2017), the study by Azizi Amina (2018), and the study by Platidou Elaglitioms, as they found no statistically significant differences in the degree of burnout according to the variable of seniority. The factor of seniority can be considered a primary factor contributing to the occurrence of burnout among teachers. Some teachers may have significant seniority in teaching and, at the same time, possess sufficient experience. According to the researcher's belief, experienced and senior teachers may be less susceptible to burnout and exhibit more resilience compared to novice teachers. This is because experienced teachers have enthusiasm and motivation to accomplish tasks with excellence. They constantly seek to explore and benefit from information relevant to their field of work. Hence, the variable of seniority may not be a causal factor in the occurrence of burnout.

Presentation and discussion of the fourth hypothesis:

The fourth hypothesis states: There are statistically significant differences in the level of self-efficacy attributed to the variable of seniority.

Table (23) presents the results of the one-way analysis of self-efficacy levels according to the variable of seniority.

ANOVA self-efficacy					
	Sum of squares	Degree of freedom	Average squares	F	Sig.
Between groups	1.656	3	.552	1.328	.270
Outside groups	39.904	96	.416		
Total	41.560	99			

Based on the table, we observe that the significance level value of 0.270 is greater than 0.05, which leads us to reject the null hypothesis stating that there are statistically significant differences in the level of self-efficacy attributed to the variable of seniority at a significance level of 0.05. Instead, we accept the alternative hypothesis H1, which states that there are no statistically significant differences in the level of self-efficacy attributed to the variable of seniority at a significance level of 0.05. These results are consistent with the study conducted by Nafar Abdelbaqi (2016), which found no statistically significant differences in self-efficacy levels based on teaching experience,

specialization, and the classes taught by teachers at the United Nations Relief and Works Agency in Jordan. They also align with the study by Jumana Abdulghaffar (2018).

The absence of significant differences in self-efficacy levels based on seniority can be interpreted in light of the researcher's belief that success is influenced by desire, effort, and commitment, rather than gender. Additionally, there are other factors that impact motivation, self-regulation, and, consequently, teachers' self-efficacy.

Conclusion and Recommendations:

Undoubtedly, every study aims to achieve its objective through the use of study tools to find answers to the research questions posed in the problem statement, and thereby verify the validity of the proposed hypotheses. The current study sought answers through the posed questions to determine the relationship between burnout and self-efficacy among elementary school teachers. The results of the current study revealed a correlational relationship between burnout and self-efficacy among elementary school teachers. Furthermore, there were no statistically significant differences in the level of burnout attributed to gender and seniority variables, and no statistically significant differences in the level of self-efficacy attributed to seniority. Based on the obtained results, we provide the following suggestions and recommendations.

• The Ministry of Education should prioritize addressing the phenomenon of burnout among its employees by adopting new strategies to break the routine.

• It is important to encourage teachers to innovate teaching methods that can change the work environment.

• Attention should be given to cultural and recreational activities provided to teachers to improve their relationships with colleagues, enhance their knowledge, and increase their self-efficacy.

• Training teachers and equipping them with skills to cope with and overcome stress is essential.

• Efforts should be made to enhance the self-efficacy of elementary school teachers by providing a supportive psychological and professional environment.

• Building positive attitudes among elementary school teachers towards their role as change agents and their commitment to improving education is crucial.

• Financial and moral support is necessary to improve the performance of teachers, which ultimately benefits society as a whole and positively impacts the educational process. Developing guidance programs to reduce burnout among elementary school teachers, led by specialists in this field, is also recommended.

References

[1]   Ahmed Mohamed Awad, (2007), Burnout and Organizational Climate in Schools, 1st Edition, Amman, Dar Al-Hamid.

[2]   Azizi, Amina N. (2017), Burnout among Middle School Teachers, Master's Thesis, University of Saïda, Algeria.

[3]   Al-Fatt, Ajwad Nasr, (2013), Self-Efficacy, Intrinsic Motivation, and their Relationship to Academic Achievement: A Field Study on a Sample of 12th Grade Students in Public Schools, Master's Thesis in Educational Psychology, University of Damascus.

[4]   Marwan, Abdulmajid, (2000), Foundations of Scientific Research for Preparing University Theses, 1st Edition, Amman, Al-Waraq Institution.

[5]   Maysun Samira and Mahmoudi Fawzia, (2010), Perception of Professional Stress Sources and their Relationship to Burnout among Elementary School Teachers, Journal of Humanities and Social Sciences, University of Ouargla, Algeria.

[6]   Boubekeur Dibabi and Aqeel bin Dsasi, (2010), Comparison of the levels of burnout among primary school teachers, middle school teachers, and high school teachers, Algeria, Vol. 3, Issue 3, pp. 30-43. https://www.asjp.cerist.dz/en/downArticle/119/3/3/5120

[7]   Mokhtar Bofra, (2018), Burnout and job satisfaction, Algeria, Dar Osama for Publishing and Distribution.

[8]   Nashwa Dardeer, (2007), Burnout among teachers with Type A and Type B personality and its relationship to problem-solving strategies, Unpublished Master's thesis, Fayoum University.

[9]   Nawal Ben Othman Ahmed Al-Zahrani, (2008), Burnout and its relationship to some personality traits among workers with special needs, Unpublished Master's thesis, Umm Al-Qura University.

[10]   Ziad Khamees Al-Taher Al-Taher, (2013), The relationship between self-efficacy in teaching, burnout, and experience among teachers in Al-Mafraq Governorate, Journal of the Arab Universities Union for Education and Psychology, Vol. 11, Issue 4, pp. 163-189, Amman, Jordan.

[11]   Nazem Nazmi Abd Al-Moati Qandil, (2019), Predictability of perceived self-efficacy and locus of control in the competencies of inclusive education for teachers in regular schools in Amman, Journal of Palestine University for Research and Studies, Vol. 9, Issue 2, pp. 364-402, Amman, Jordan.

[12]   Bandura (1986), Social Foundations of Thought and Action: A Social Cognitive Theory, Prentice Hall, Abstract International, Vol. 56.